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"DOWN ON THE FARM"

Learning Activities for Students Grades K-1

"Down on the Farm" is a unit of activities designed to introduce students to Booker T. Washington and what his life as a slave was like.

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Students will become familiar with terms that they will hear on their trip to Booker T. Washington National Monument.

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Students will compare and contrast their lives to Booker's.

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Students will learn several songs that would have been sung during Booker's boyhood.

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Students will bake a sweet potato pone.
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Students will identify and count animals at Booker T. Washington National Monument then construct a simple bar graph.

8. Class Story

Students will write a class story dealing with a slave who becomes free.

Pre-Visit Activity

VOCABULARY

Objective: Students will become familiar with terms that they will hear on their trip to Booker T. Washington National Monument.

SOL Objectives: English: K.1, K.2, K.3, K.4, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.14

History: K.1

Science: K.1, 1.1

Materials: Vocabulary list, vocabulary picture cards

Procedure:

Use the following list to familiarize students with terms that will be used on their trip.

1. slave: a person who is owned and the property of another person
2. plantation: a large farm where a cash crop is planted and grown to sell
3. cash crop: plants that are grown to sell to make money
4. chores: daily work activities
5. chopping bee: a neighborhood party to cut wood for fires
6. fat back: the fat from a pig that has been salted; a commonly used food for slaves
7. skillet: a frying pan
8. dutch oven: iron cooking pot used to bake bread and cakes
9. tobacco: large leafed plant used to make cigars and twists for chewing; the cash crop for the Burroughs plantation
10. flax: a plant grown for its fibers. Flax fibers were made into tow cloth, which was used for the slaves' clothing.
11. corn: a plant grown for food for slaves and animals
12. fireplace: used for both heating and cooking

Suggested Activities and Strategies:

1. Flashcards – A) The teacher can make and read a vocabulary definition and the students can hold up the corresponding pictures.
B) The student can add these words to or make a personal dictionary or word list to use in writing.
2. Memory/Matching Games - Students can use the flash cards to match the vocabulary pictures. Other games such as concentration, Tic-tac-toe and Bingo can be played.

Pre-Visit and Post-Visit Activity

VENN DIAGRAM

Objective: Students will compare and contrast their lives to Booker's.

SOL Objectives: English: K.1, K.2,K.6, K.8, K.11, K.13, 1.1, 1.2, 1.3

History: K.2, K.6, K.7, 1.2, 1.6, 1.8

Science: K.1, K.2, K.10, 1.1

Materials: Venn Diagram, pencil

Pre-Activity Procedure:

Using a Venn Diagram or different colored chart paper, the teacher will write down the students brainstorming.

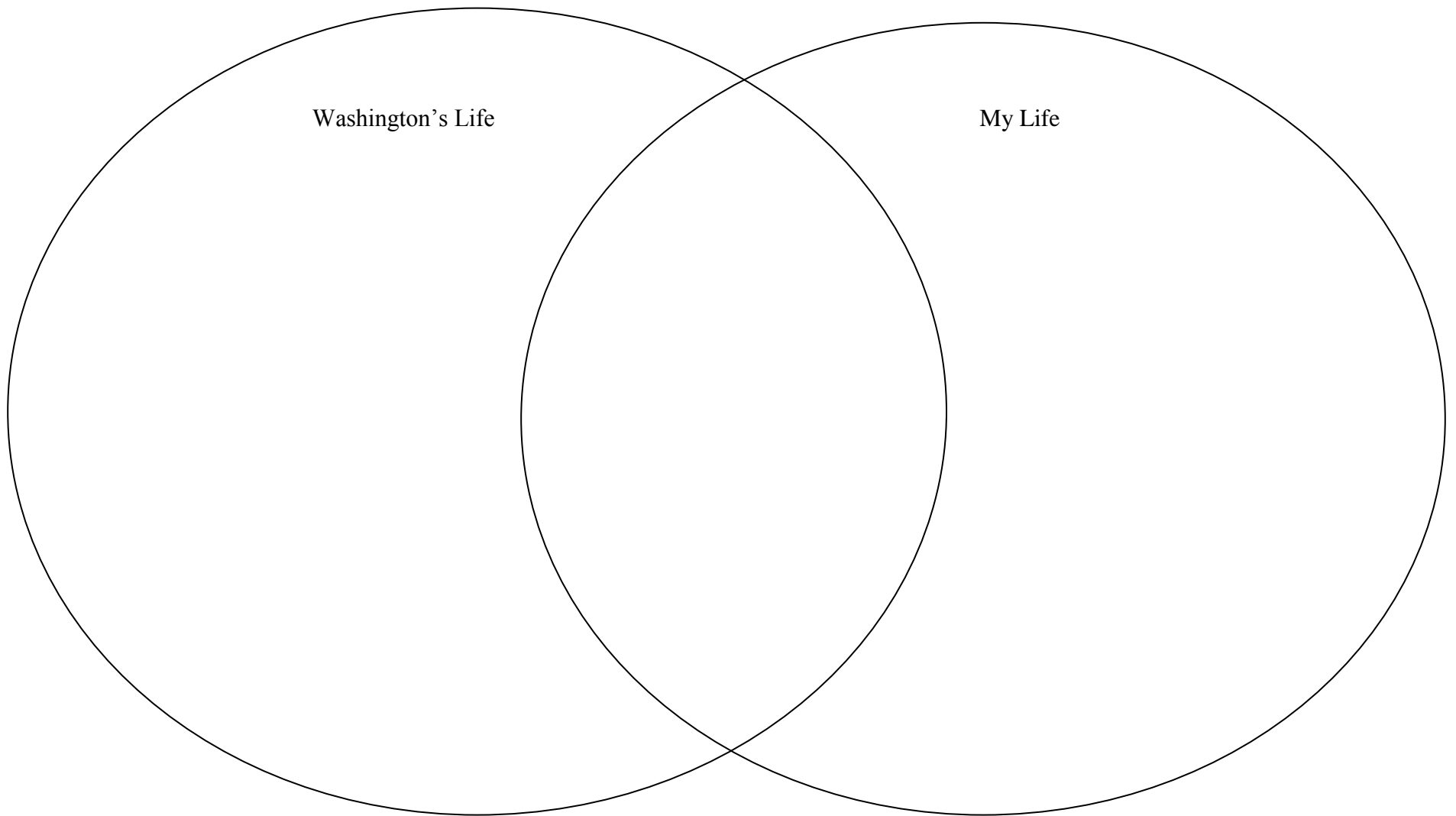
1. The students will brainstorm the life of a child today. The students can draw pictures or write words to represent the different aspects of a child's life today. Areas to highlight would be shelter, school, family, transportation, food, etc.
2. Booker T. Washington Monument Tour and visit

Post-Activity Procedure:

3. Discuss Booker T. Washington's life. The students will draw pictures or write words to represent the aspects of his life. The pictures or words are placed on the Venn Diagram or chart paper.
4. The students will discuss and compare the two different areas on the Venn Diagram or the two different charts.
5. The students will draw or write the similarities or differences in the center of the Venn Diagram or on different colored chart paper.

Suggested Activities and Strategies:

1. Students can use vocabulary picture cards to help with the pictures and concepts of the Venn Diagram.
2. Students can categorize items from the past and present.
3. Students could be put into small groups and create items to represent past and present items. Suggested areas could be shelter, food, clothing, animals, transportation and jobs.



Washington's Life

My Life

Pre-Visit Activity

SING, SING, SING

Objective: Students will learn several songs that would have been sung during Booker's slave boyhood.

SOL Objectives: English: K.1, K.2, 1.1, 1.4

History: K.1, K.2

Science: K.2

Materials: Slave Songs, by Jerry Silverman

Popular Songs of Nineteenth Century America, by Richard Jackson.

Procedure:

1. Select several of the following songs and learn them.
2. Discuss the differences between this music and today's music.
3. The students will give a recital for another class or have a sing along.

Songs:

"Blue Tailed Fly" or "Jimmy Crack Corn"

"Michael Row the Boat Ashore"

"Follow the Drinking Gourd" (*see below)

"Wade in the Water"

"Nobody Knows the Trouble I See"

"All the Pretty Little Horses"

"Raise a Ruckus Tonight"

"Aura Lea" (same tune as "Love Me Tender")

"Camptown Races"

"Listen to the Mockingbird"

"Oh My Darling Clementine"

"Pop Goes the Weasel"

"Shew Fly Don't Bother Me"

"There is a Tavern in the Town"

"Wait for the Wagon"

BOOKER'S FAVORITE ANIMAL

Objective: Students will write adjectives that describe a pig.

SOL Objective:

Science: K.6, K.7, 1.5

Materials: Picture of a pig, pencil, crayons

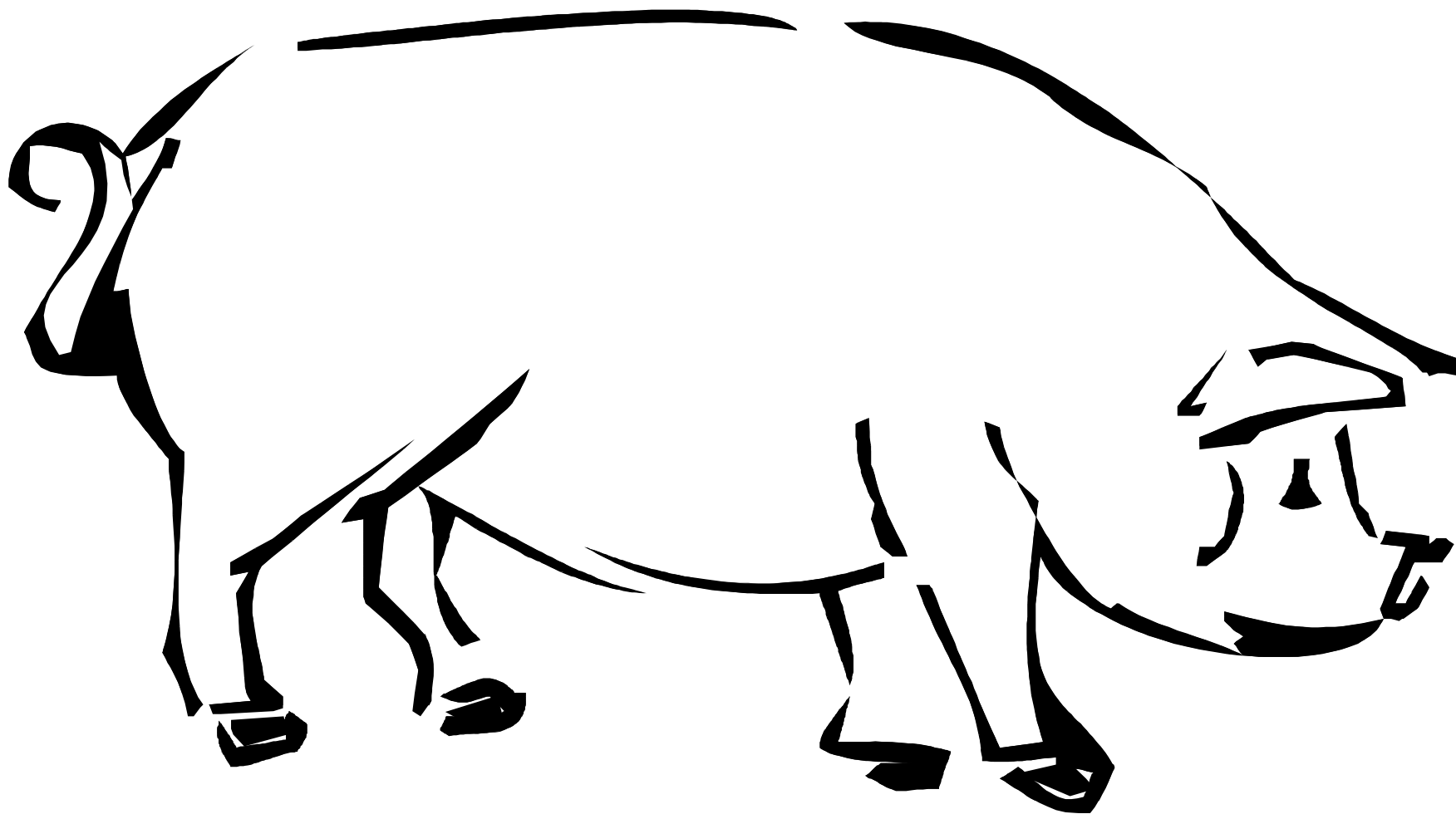
Reading Passage

“Aside from the large number of fowls and animals kept by the school, I keep individually a number of pigs and fowls of the best grades, and in raising these I take a great deal of pleasure. I think the pig is my favorite animal. Few things are more satisfactory to me than a high-grade Berkshire or Poland China pig.”

Booker T. Washington
Up from Slavery

Procedure:

1. The teacher will read the preceding passage and lead a discussion with students about Booker's favorite animal, the pig. Encourage students to describe it.
2. The class will discuss how pigs were used on the Burroughs plantation. Booker said that every part of the pig was used except the squeal. What did he mean?
3. The students will list words that describe a pig on the board.
4. The students will write at least five words on their pig. A photocopy of a pig is included on the next page.
5. The students will color their pig.
6. Optional: The students will write five sentences using their adjectives.
7. Be sure to see if you are correct in describing the pig when you visit Booker T. Washington National Monument.



Pre-Visit Activity

MAP ACTIVITY

Objective: Students will label a map of the Southeastern United States emphasizing places important to Booker T. Washington.

SOL Objectives: English: 1.3, 1.12

History: K.4, 1.4

Materials: Pencil, crayons, map, vocabulary

Procedure:

1. The teacher will hand out copies of the attached Southeastern United States map.
2. The students will label all states on the map.
3. The students will locate the state where Booker T. Washington was born. (Virginia) The students will color this state green.
4. The students will locate the state that Washington and his family moved to after they received their freedom. (West Virginia) The students will color this state yellow.
5. The students will locate the state in which Booker T. Washington established the Tuskegee Institute. (Alabama) The students will color this state red.
6. After your visit to the park, have students take out the map and discuss in more detail Washington's story.

ADDITIONAL VOCABULARY:

Malden, West Virginia

Tuskegee, Alabama

Hampton, Virginia

Atlanta, Georgia



SWEET POTATO PONE

Objective: Students will bake sweet potato pone.

SOL Objectives: English: K.2, K.3 1.3

Math: 2.3, 2.11

Science: K.2, K.6, 1.1, 1.3, 2.8

History: 1.2

Materials: Ingredients and equipment to make sweet potato pone. See attached list.

Procedure:

1. Make sweet potato pone. See attached sheet.

Suggestion:

The teacher or a parent volunteer could bake the sweet potatoes at home and bring them into school to make the sweet potato pone in the classroom or school cafeteria.

2. The students will discuss Booker and his favorite treat, the sweet potato.

SWEET POTATO PONE RECIPE

INGREDIENTS

1- pound sweet potato
butter to grease baking pan
1/4 cup butter
1/3 cup brown sugar
1/3 cup maple or corn syrup
1/3 cup milk
2 eggs
1/2 teaspoon allspice
1/2 teaspoon cinnamon
1/4 teaspoon cloves
1/4 teaspoon ginger
1/2 cup chopped nuts
heavy cream or ice cream (optional)

EQUIPMENT

fork
potholders
9-inch round or square baking pan
butter knife
medium mixing bowl
potato masher
measuring cups and spoons
small saucepan
wooden spoon
small bowl

DIRECTIONS: makes 6 servings

1. Wash the sweet potato and prick it with a fork. Then bake it in a 350-degree oven for an hour, or until a fork pierces it easily.
2. Have an adult remove the sweet potato from the oven. Set aside until it's cool enough to handle.
3. Keep the oven set at 350 degrees. Grease the baking pan with butter.
4. Use the butter knife to peel the skin from the sweet potato. Cut the sweet potato into 4 pieces and put them in the mixing bowl. Discard the skin.
5. Mash the sweet potato until it is smooth. You should have about 1 cup of mashed sweet potato.
6. Melt 1/4 cup of butter in the saucepan over low heat. Then stir the butter into the mashed sweet potato.
7. Add the brown sugar, maple or corn syrup, and milk to the sweet potato mixture. Beat until the mixture is smooth.
8. Crack the eggs into the small bowl. Beat them with a fork until well mixed. Then stir them into the sweet potato mixture.
9. Stir in the allspice, cinnamon, cloves, and ginger. Then add the chopped nuts.
10. Spoon the sweet potato pone into the baking pan and bake for one hour. It is done when a knife inserted into the pone comes out clean.
11. Have an adult remove the sweet potato pone from the oven. Serve it warm or cold. Serve it with cream or ice cream if you'd like.

ACROSTIC

Objective: Students will make an acrostic that tells what they learned about Booker T. Washington.

SOL Objectives: English: K.2, K.3, K.8, K.11, 1.1, 1.11, 1.12

History: K.1, 1.2, 1.6

Materials: Pencil, paper

Procedure:

1. The students will discuss their trip to Booker T. Washington National Monument.
2. The students will brainstorm by writing words and ideas on the board.
3. The students will compose an acrostic. Each line begins with the letter at the beginning. You could do them as sentences, phrases, or just a word.

Example:

B ooker was born a slave.

O ccasionally Booker received molasses as a treat.

O nly Booker fed the pigs.

K eeping the flies fanned from the Burroughs' table was Booker's job.

E very day Booker worked.

R arely did Booker play.

FARM ANIMALS

Objective: Students will identify and count animals at Booker T. Washington National Monument then construct a simple bar graph.

SOL Objectives: Math: K.2, K.5, K.15,
1.3, 1.10, 1.15

Science: K.1, K.6, 1.1, 1.5

Materials: Paper, pencil, crayons, scissors and glue

Pre-Activity Procedure:

1. The students will brainstorm animals they think they will see on the plantation visit.
2. The students will predict how many of each animal they think they will see. Record this information as a class picture graph and keep until after the field trip.

Post Activity Procedure:

After the trip, the students will discuss the animals they saw on the plantation. The students will compare their predictions that were made before they went on the trip.

CLASS STORY

Objective: Students will write a class story dealing with a slave that becomes free.

SOL Objectives: English: K.5, K.6, K.11, 1.6, 1.7, 1.12, 1.13

History: K.1, K.2, K.4, K.5, 1.1, 1.2, 1.4, 1.5, 1.6

Materials: Paper, pencil, markers, and crayons

Procedure:

1. The students will discuss Booker's life as a slave with students.
2. The teacher will show students the area Booker T. Washington was born on a map or a globe.
3. The students will write a story as a class about Booker T. Washington's life.
4. The students will students illustrate the story with the last picture representing Booker T. Washington as a freed slave.
5. The students will make a class book that can be kept in the classroom.

Suggested Activity:

1. The students can construct a simple map of Booker T. Washington birthplace using basic map symbols.